Additional Qualification Course Guideline Native Languages: Gayogohó:nǫ' (Cayuga) [Eng], Specialist

Schedule D – Teacher's Qualification Regulation

July 2021
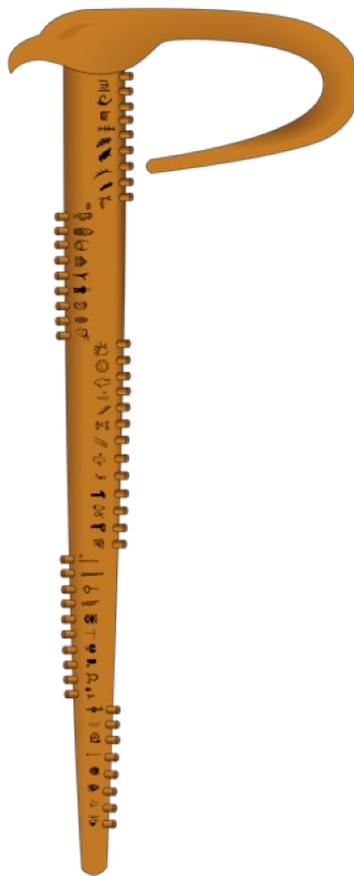
Cover Figure: Condolence Cane | Alyssa General
A Detailed Description is provided in Appendix 3

Cette publication est également disponible en français sous le titre de
Langues autochtones : Gayogohó:nǫ' (cayuga) [Fr], spécialiste.

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1. Introduction

The Schedule D *Native Languages: Cayuga, Specialist* Additional Qualification course guideline provides a conceptual framework for providers and instructors to develop and facilitate the Schedule D *Native Languages: Cayuga, Specialist* course. This guideline framework is intended to be a fluid, holistic and integrated representation of key concepts associated with *Native Languages: Cayuga, Specialist*.

The Additional Qualification course guideline for *Native Languages: Cayuga, Specialist* is organized using the following conceptual framework (Figure 1):
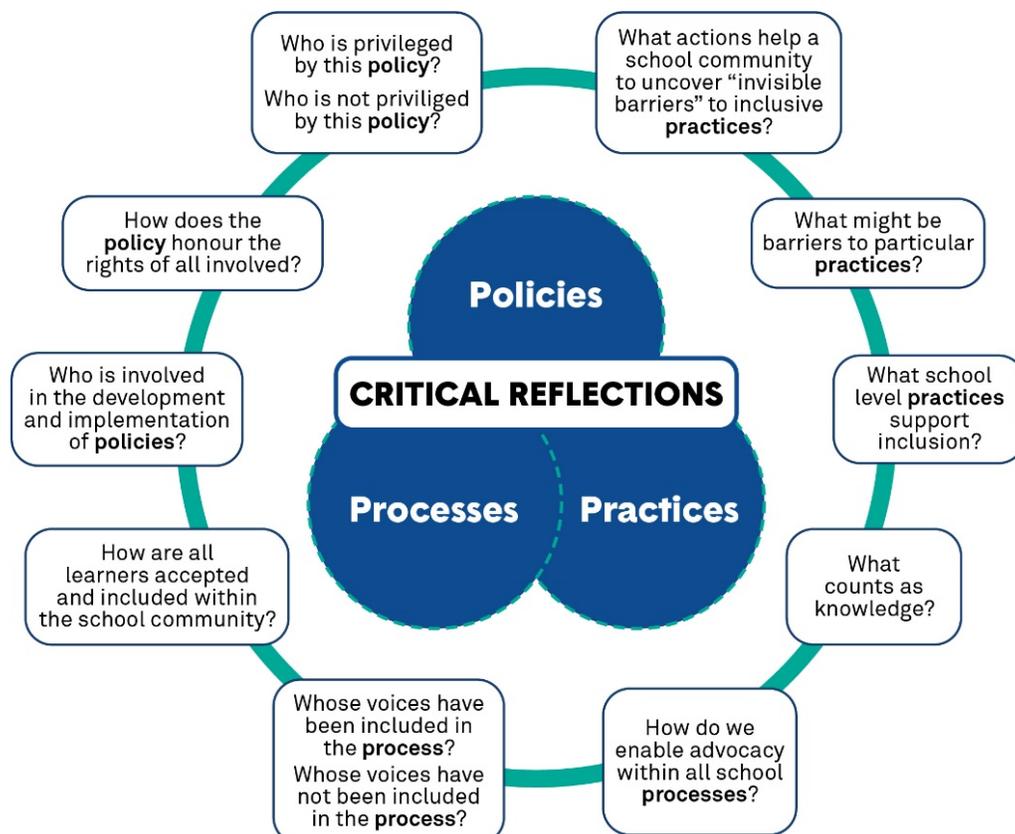

Figure 1: Conceptual Framework

Three-session specialist Additional Qualification courses identified in Schedule D (Teachers' Qualifications Regulation 176/10) are designed for:

- critically exploring and enhancing professional practices, critical pedagogies, knowledge and skills as outlined in the *Native Languages: Cayuga* course (Part I)

- critically designing, applying and facilitating dialogue related to learning opportunities that integrate the professional knowledge, skills and pedagogical stances as outlined in the *Native Languages: Cayuga* course (Part II)

- critically and collaboratively cultivating professional efficacy, emancipatory leadership practices and advancing the scholarship of teaching by fostering cultures of critical reflection and inquiry as outlined in the *Native Languages: Cayuga* course (Specialist.

The Additional Qualification Course: *Native Languages: Cayuga, Specialist* was developed collaboratively with the leadership of Haudenosaunee community members and educators. The inclusion of these Indigenous processes and protocols guided the development of this document. The voices and wisdom of Knowledge Keepers and community members are reflected in this guideline. Haudenosaunee knowledge, ways of knowing, culture, language and traditions are honoured and celebrated throughout the Additional Qualification Course: *Native Languages: Cayuga, Specialist.*

The Additional Qualification Course: *Native Languages: Cayuga, Specialist* employs a critical, pedagogical lens to explore in a holistic and integrated manner theoretical foundations, learning theory, program planning, development and implementation, instructional design and practices, assessment and evaluation, the learning environment, research and ethical considerations related to teaching and learning within and across the divisions. Through these explorations, candidates strengthen professional efficacy by gaining in-depth knowledge, refining professional judgment and generating new knowledge for practice.

The Additional Qualification Course: *Native Languages: Cayuga, Specialist* is open to all educators. Candidates come to the Additional Qualification course: *Native Languages: Cayuga, Specialist* with an interest or background in this area and a desire to extend and apply knowledge, skills and practices in the design, implementation and assessment of these educational programs.

Additional Qualification Course Implementation

Course providers, instructors and developers will use this Additional Qualification guideline framework to inform the emphasis given to key guideline concepts in response to candidates' diverse professional contexts, knowledge, skills and understandings.

Critical to the holistic implementation of this course is the modeling of a positive learning environment that reflects care and the multiple dimensions of diversity and equity. This course supports the enhancement of professional knowledge, ethical practice, leadership and ongoing professional learning.

The Ontario College of Teachers recognizes that candidates working in the publicly funded school system, independent/private institutions or First Nations schools will have a need to explore topics and issues of particular relevance to the context in which they work or may work.

Provincial Context

The French language and the English language communities will also need to implement these guidelines to reflect the unique contextual dimensions and needs of each community. Each of these language communities will explore the guideline content from distinct perspectives and areas of emphasis. This flexibility will enable both language communities to implement *Native Languages: Cayuga, Specialist* as understood from a variety of contexts.

Educators in Ontario work in varied and diverse educational contexts. Educators may find themselves in a variety of educational settings such as: a rural French language school, a Catholic school, an urban public school, a First Nation school, a provincial school, a private or independent school. Educators will reflect on the unique context of each community to enhance learning, and well-being.

In this document, all references to "candidates" are to educators enrolled in the Additional Qualification course. References to "learners" indicate those enrolled in school programs.

A. Maintaining Haudenosaunee Languages and Civilizations

Maintenance and revitalization of Haudenosaunee languages given to us by the Creator is central to sustaining Haudenosaunee civilizations. Grounded in values and cultural knowledge inherent in those languages, Haudenosaunee remain deeply rooted in our history, territories, ceremonies, cultural practices and way of life that have transcended colonialism, including the residential school era. With respect to Cayuga language, we place first language speakers at the forefront of our efforts to maintain, develop and enhance the language and its irreplaceable cultural knowledge. Their leadership, whether as educators, co-educators, mentors or researchers in all aspects of language development, is vital to teaching and learning practices that will ensure further generations of Haudenosaunee speak Cayuga and practice our traditions. First language speakers will play a central role in Additional Qualification course development and delivery. An expression of appreciation for the persistence of our people over many years to maintain Cayuga language honours our tradition of helping each other to meet challenges, make improvements and realize progress.

B. Features of Cayuga Language Courses

The course developed from this guideline enables educators to appreciate cultural and theoretical understanding that informs educational practice, including the design of an Additional Qualification Course in Cayuga language. Essential features of Cayuga language courses include:

- learners do their best – they never quit learning
- respectful and gentle support of learners promotes comfort and ease in language learning
- Cayuga language has respect built into it thus culture is built into the language
- the mindset to build language confidence is staying in the language
- the idea of traditional learning is in the language (for example, see it, feel it, experience it)
- education leaders encourage each other to speak Cayuga in the school and community
- cultural and community practice informs associated language, thus that language is not lost
- the development of resources supports educators, learners and course providers and some of those resources are shared across the six Haudenosaunee languages.

C. Context for Additional Qualification Course Development and Delivery

Educators teaching the Cayuga language require Additional Qualifications to improve and reach a higher level of language instruction that benefits learners and ultimately community efforts to sustain Cayuga language as spoken by fluent, first language speakers. Because language learning in an immersion setting is identified as a priority, Additional Qualification courses, designed and delivered in partnership with first language speakers, aim for instruction such that educators and learners strive to stay in the language as skills permit across all Additional Qualification courses. To provide incentive to keep learning the language while enhancing teaching skills and practices, foundational experiences may be offered for beginning Cayuga learners wanting to take Additional Qualification courses. Cayuga as language of instruction, used cumulatively and in appropriate settings, will keep interest and incentive for course candidates at a higher fluency level.

2. Regulatory Context

The College is the self-regulating body for the teaching profession in Ontario. The College's responsibility related to courses leading to Additional Qualifications includes the following:

- to establish and enforce professional standards and ethical standards applicable to members of the College

- to provide for the ongoing education of members of the College

- to accredit Additional Qualification courses and more specifically,

> *The program content and expected achievement of persons enrolled in the program match the skills and knowledge reflected in the College's "Standards of Practice for the Teaching Profession" and the "Ethical Standards for the Teaching Profession" and in the program guidelines issued by the College. (Regulation 347/02, Accreditation of Teacher Education Programs, Part IV, Subsection 24).*

Additional Qualifications for educators are identified in the *Teachers' Qualifications Regulation* (Regulation 176/10). This regulation includes courses that lead to Additional Qualifications, the Principal's Development Qualification, the Principal's Qualifications, the Primary Division, the Junior Division and the Supervisory Officer's Qualifications. A session of a course leading to an Additional Qualification shall consist of a minimum of 125 hours as approved by the Registrar. Accredited Additional Qualification courses reflect the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession.*

The Additional Qualification course developed from this guideline is open to candidates who meet the entry requirements identified in the *Teachers' Qualifications Regulation.*

Successful completion of the course leading to the Additional Qualification Course: *Native Languages: Cayuga, Specialist*, listed in Schedule D of the *Teachers' Qualifications Regulation*, is recorded on the Certificate of Qualification and Registration.

3.   Foundations of Professional Practice

The *Foundations of Professional Practice* conveys a provincial vision of what it means to be an educator in Ontario. This vision lies at the core of educator professionalism. The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* (see Appendix 1) are the foundation for the development and implementation of the Additional Qualification course. These nine standards, as principles of professional practice, provide the focus for ongoing professional learning in the Additional Qualification Course: *Native Languages: Cayuga, Specialist*. In addition, the *Professional Learning Framework for the Teaching Profession* is underpinned by the standards, articulates the principles on which effective educator learning is based and acknowledges a range of options that promote continuous professional learning.

The ongoing enhancement of informed professional judgment, which is acquired through the processes of lived experience, inquiry and critical reflection, is central to the embodiment of the standards and the *Professional Learning Framework for the Teaching Profession* within this Additional Qualification course and professional practice.

The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* serve as guiding frameworks that underpin professional knowledge, skills and experiences that educators require in order to teach effectively within and contribute to an environment that fosters *respect*, *care*, *trust* and *integrity*.

Teacher Education Resources

The College has developed resources to support the effective integration of the standards within Additional Qualification courses. These teacher education resources explore the integration of the standards within professional practice through a variety of educative, research and inquiry-based processes. These resources can be found on the College web site.

These teacher education resources support the development of professional knowledge, judgment and efficacy through critical reflective praxis. The lived experiences of Ontario educators are illuminated in these teacher education resources and serve as key supports for Additional Qualification courses.
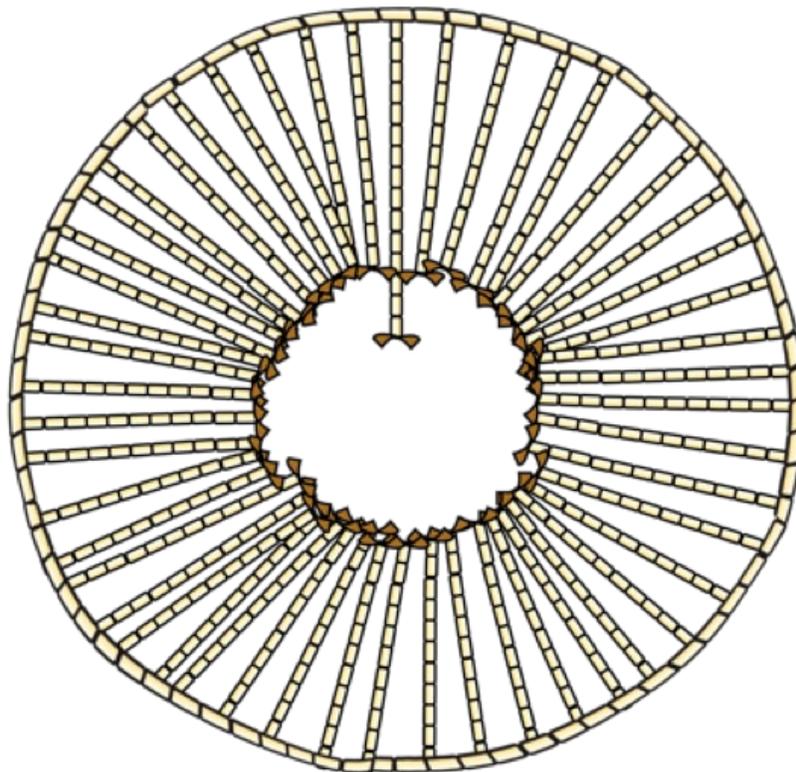

Figure 2: Circle Wampum | Alyssa General
A Detailed Description is provided in Appendix 3

4.   Course Overview

This course builds upon skills and knowledge of educators in the teaching of Cayuga language. Educators deepen understanding of Haudenosaunee history, traditions and civilizations in which Cayuga is conducted and broaden their expertise in designing and implementing Cayuga language programs that are culturally enhanced. Within an appropriate delivery model, educators explore topics and issues of relevance to the educational context in which they work or may work. In a flexible cycle of review, the course may be revised to reflect the changing needs of educators, language learners and the local community.

The underlying purposes of the Additional Qualification Course: *Native Languages: Cayuga, Specialist* include:

- to foster a culture where educators collaboratively explore and extend their understanding of the vision and underlying philosophy related to teaching Cayuga language

- to foster a culture of critical reflection and inquiry related to the fact that Haudenosaunee values and cultural knowledge are in the Cayuga language

- to facilitate a culture of collaborative inquiry related to the skills and knowledge to teach Cayuga language in the classroom

- to foster an innovative culture that collaboratively explores the application of teaching skills specific to Cayuga language to classroom practice using the best methods available

- to facilitate collaborative inquiry into strategies to engage educators in opportunities to reflect, communicate and apply their learning through practical and hands-on experiences

- to nurture a community that is open and accessible to educators with some knowledge of Haudenosaunee history and culture and have a desire to integrate that knowledge into their practice to better teach children.

Knowledge of Cayuga language and Haudenosaunee culture may benefit candidate's learning. Educators who come to the Additional Qualification Course: *Native Languages: Cayuga, Specialist* will have opportunities to enhance the following areas of professional knowledge, skills, dispositions and practices related to the Cayuga language:

- deep appreciation of Cayuga language and Haudenosaunee civilizations

- opportunities for authentic Cayuga language experiences

- knowledge of literacy (reading and writing) of Cayuga language
- knowledge of Cayuga history, the role they played in the formation of the country, political and spiritual leadership and ceremonial practice
- opportunities to teach in the Cayuga language
- professional agency and efficacy of Cayuga language educators
- professional identity of Cayuga language educators
- Cayuga language revitalization strategies.
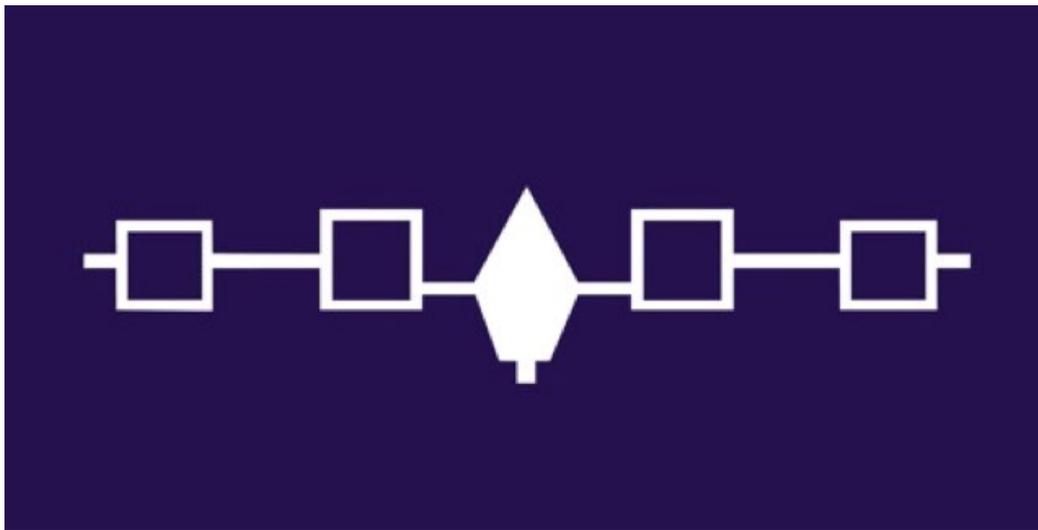
Figure 3: Hiawatha Wampum Belt | Alyssa General
A Detailed Description is provided in Appendix 3

5.   Course Components

The design, course content and implementation of the Additional Qualification Course Guideline *Native Languages: Cayuga, Specialist* will support Haudenosaunee educational contexts and cultural principles in conjunction with effective teacher education practices. *Native Languages: Cayuga, Specialist* will focus on the following expectations for candidates, which will be addressed through holistic, integrative and experiential processes. These processes will honour and reflect the local Haudenosaunee community.

A. Knowledge

- advancing a culture of inquiry that collectively examines the integration of Ongwehoweh (Real People) perspective and ways of knowing, learning

and teaching in course expectations, strategies and assessment practices

- promoting a culture of reflection and dialogue regarding Haudenosaunee history, political system and our cultural connectedness in which Cayuga language originates

- facilitating a culture of inquiry committed to thoughtfully examining instructional practices to include the knowledge of culturally knowledgeable people and first language speakers

- fostering an ethical culture of reflective practice related to the importance of Haudenosaunee way of knowing and teachings as meaningful curriculum

- advancing a reflective community of practice that explores strategies and opportunities to engage educators in exploring the ways and traditions contributive to Haudenosaunee identity so as to assist learning

- facilitating a culture of reflection and dialogue committed to examining Cayuga-specific history, important Cayuga figures/leaders in the past in their role in Canada's history, clan system and ceremonial cycle

- facilitating a culture of dialogue and leadership committed to collaboratively exploring and implementing strategies to teach process and protocol for some ceremonial events

- facilitating knowledge creation and mobilization regarding strategies for incorporating language structure with selected topics to reinforce correct word pronunciation as similarly stated in Ontario Curriculum Grades 1-12 Native Languages achievement rubric

- fostering a culture of inquiry and dialogue that examines the influence of innovations and changing contexts for teaching and learning

- advancing a culture of collaborative inquiry and dialogue related to the importance of learners knowing about life outside the reserve

- advancing a reflective community of leadership practices that examines strategies for teaching children traditional principles of etiquette at social and public events

- facilitating a culture of dialogue and leadership committed to the exploration of the Additional Qualification course content required for Cayuga language educators.

B. Skills and Practices

- facilitating knowledge creation and mobilization related to strategies for planning and organizing a format of curriculum to sequence language skills and content across all grades within a school

- fostering a culture of inquiry related to the structure of Cayuga language in order to examine the kind of language skills imparted to learners and the best methods to teach those skills

- fostering shared leadership in the exploration of the importance of programming to develop effective teaching skills (for example, how to make the program colourful enough to engage learners)

- promoting a culture of inquiry and innovation that explores strategies for developing a basic ability to read and pronounce words properly by extending knowledge of the Cayuga writing system

- cultivating an innovative culture of inquiry that examines leadership practices that utilize technology to support teaching of Cayuga (for example, smart boards and video recordings)

- cultivating a reflective and collaborative culture regarding the exploration and application of second language skills to support second language learners

- fostering a reflective culture related to the design and implementation of strategies for educators to extend vocabulary skills that include proficiency with specialized language (for example, lacrosse stick making, sewing and harvesting maple syrup)

- fostering a culture of leadership focused on the collaborative application of theories to support the design of learning experiences that encourage development in all language skills

- fostering a culture of critical inquiry related to designing strategies that raise and reinforce language skills to express advanced concepts

- fostering a culture of collaboration and inquiry related to the exploration and creation of holistic spiritual, social, emotional and physical learning environments (for example, outdoor language camps and learning on the land and at important cultural sites)

- advancing a culture of dialogue and inquiry committed to reflective practices that support critical analysis and professional growth in teaching Cayuga

- promoting an innovative and collaborative culture committed to collaborative modeling of instructional strategies to meet the needs of all language learners in a multilevel classroom

- facilitating a collaborative culture of knowledge creation and mobilization related to developing, sharing and extending of a variety of language resources to enhance professional knowledge in support of learning.

C. Curriculum, Assessment and Evaluation

- fostering an innovative and collaborative culture committed to the development of a program for language and cultural education that identifies the kinds of knowledge learners should know (for example, an annual teaching cycle of traditional knowledge)

- cultivating a culture of dialogue and inquiry committed to the collaborative exploration the First Nation Student Success Program (F.N.S.S.P.) model as a framework for a way of looking at curriculum development

- fostering an innovative leadership culture committed to the development of collaborative strategies for enhancing the First Nation Student Success Program model as an evaluation tool for parents to follow curriculum planning related to language and culture and to provide feedback on an annual basis

- cultivating an innovative culture of dialogue and inquiry related to the collaborative exploration and development of strategies and practices that promote ongoing reflective practice

- cultivating an innovative culture of dialogue and inquiry related to the collaborative exploration of assessment, evaluation and self-evaluation practices using the Ontario Curriculum Grades 1-12 Native Languages achievement rubric

- cultivating a culture of leadership focused on the collaborative exploration and development of alternate strategies for determining language achievement, (for example, American Council on the Teaching of Foreign Languages [A.C.T.F.L.] guidelines and adaptation of Oral Proficiency Interview [O.P.I.] training descriptors to reflect school centered learning and achievement).

D. Research and Development

- fostering an ethical leadership culture focused on collaboratively examining what we used to do, what we do now and how our practices are changing

- fostering a culture of dialogue and inquiry related to professional practice through ongoing inquiry into theory and pedagogy which are ever-changing and continuously revised and updated

- fostering an innovative culture of dialogue and inquiry regarding the practices that foster and sustain a positive approach to professional development, always striving to find new ways to engage language learners

- facilitating an innovative leadership culture committed to the collaborative examination of strategies for incorporating research and the scholarship of pedagogy into language teaching practice

- fostering an ethical leadership culture that examines and implements strategies to engage Native language educators/experts to inform research and the scholarship of pedagogy.

E. **Involvement of Community**

- fostering a culture of inquiry and dialogue related to strategies for collaboration with Ongwehoweh parents, grandparents, extended families, culturally knowledgeable people and language educators, staff and researchers

- facilitating knowledge-creation and mobilization regarding practices that support local Haudenosaunee community educational institutes' participation in the ongoing professional formation of Cayuga language educators

- fostering a culture that supports the development of joint planning opportunities with local community educational organizations for involvement of Cayuga language speakers and Knowledge Keepers to support ongoing professional formation of Cayuga language educators

- fostering an ethical leadership culture that supports the collaborative design and delivery of Cayuga language courses that utilize existing local educational resources and people to meet specific community needs

- fostering an ethical leadership culture that supports the development of collaborative practices that promote community conversations regarding Cayuga language development strategies identified by the local Haudenosaunee community identified needs (for example, involving Knowledge Keepers and teaching ceremonies).

6. **Instructional Design and Practices in the Additional Qualification Course: Native Languages: Cayuga, Specialist**

The instructional design and practices (see Figure 4) employed in this Additional Qualification course reflect adult learning theories, effective andragogical processes and experiential learning methods that promote critical reflection, dialogue and inquiry.

Candidates collaboratively develop with course instructors the specific learning inquiries, learning experiences, holistic integration processes and forms of assessment and evaluation that will be used throughout the course.

In the implementation of this Additional Qualification course, instructors **facilitate** andragogical processes that are relevant, meaningful and practical to provide candidates with inquiry-based learning experiences related to program design, planning, instruction, pedagogy, integration and assessment and evaluation. The andragogical processes include but are not limited to: experiential learning, role-play, simulations, journal writing, self-directed projects, independent study, small group interaction, dialogue, action research, inquiry, pedagogical documentation, collaborative learning, narrative, case methodologies and critical reflective praxis.
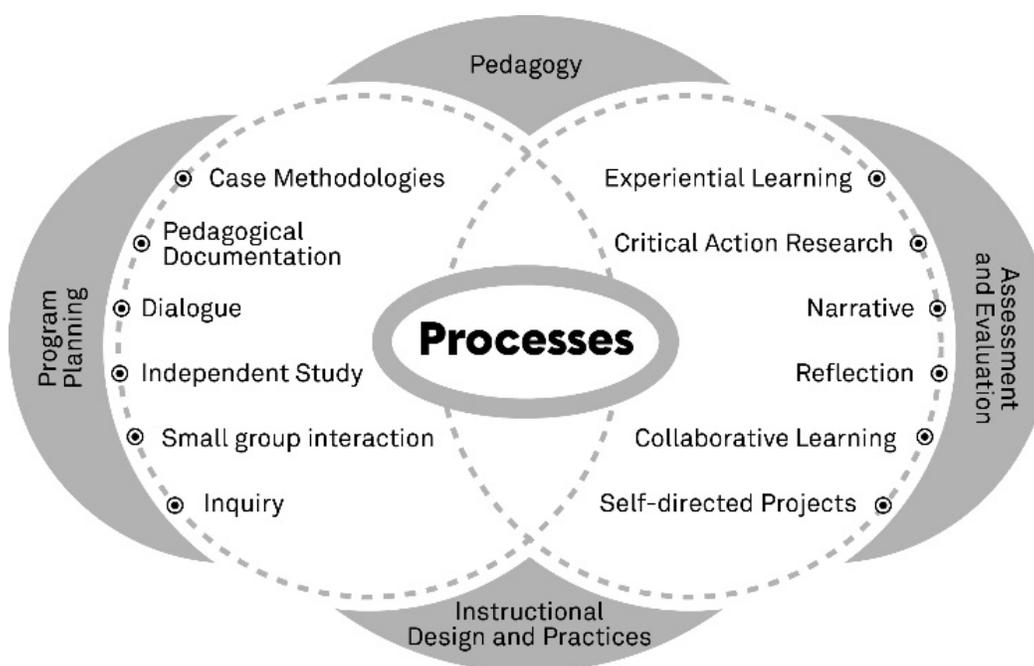

Figure 4: Instructional Processes

Instructors **embody** the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*, honour the principles of adult learning, respect candidates' experience, recognize prior learning, integrate culturally inclusive practices and respond to individual inquiries, interests and needs. Important to the course are opportunities for candidates to create support networks, receive feedback from colleagues and instructors and share their learning with others. Opportunities for professional reading, reflection, dialogue and expression are also integral parts of the course.

Instructors **model** critical inquiry, universal design, differentiated instruction and assessment practices that can be replicated or adapted in a variety of classroom settings.

Experiential Learning

Candidates will be provided with opportunities to engage in experiential learning related to key concepts and aspects of *Native Languages: Cayuga, Specialist* as collaboratively determined by both the instructor and course candidates. The intent of the experiential learning opportunities is to support the application and integration of practice and theory within the authentic context of teaching and learning. Candidates will also engage in critical reflection and analysis of their engagement in experiential learning opportunities and inquiries related to *Native Languages: Cayuga, Specialist*.

The professional judgment, knowledge, skills, efficacy and pedagogical practices of candidates will be enhanced and refined through experiential learning and critical inquiry.

The College's standards-based resources help to support experiential learning through various professional inquiry processes. These resources can be found on the [College web site](#).

7.   Assessment and Evaluation of Candidates

At the beginning of the course, candidates will collaboratively develop with course instructors the specific learning inquiries, experiences and forms of assessment and evaluation that will be used throughout the course. Instructors will provide opportunities for regular and meaningful feedback regarding candidates' progress throughout the course.

A balanced approach to candidate assessment and evaluation is used. It includes the combination of self, peer and mutual (instructor and candidate) assessment, as well as instructor evaluation. The assessment and evaluation strategies reflect effective, collaborative and inquiry-based practices. A variety of assessment approaches will be used that enable candidates to convey their learning related to course inquiries. The course provides opportunities for both formative and summative assessment and evaluation.

Central to candidates enrolled in Additional Qualification courses is the opportunity to be engaged in relevant and meaningful inquiries. Assignments, artefacts and projects enable candidates to make connections between theory and practice. At the same time, assignments also allow candidates flexibility, choice and the opportunity to design individual inquiry opportunities.

Learning processes support an in-depth exploration of concepts and inquiries. These processes occur over the duration of the course and are reflective of critical thinking and reflection as the candidate gains knowledge and skills over the duration of the course

The evaluation practices will also support significant and in-depth critical inquiries utilizing a variety of processes over the duration of the course. These inquiry-based assessment processes provide opportunities for candidates to illustrate a depth of professional knowledge, skills, pedagogies, ethical practices and instructional leadership.

A final culminating experience in the course is recommended. This synthesis experience will reflect the in-depth knowledge and understanding gained as a result of engagement in this Additional Qualification. It will also include critical reflections and an analysis of a candidate's learning over time.

The following processes are provided to guide assessment practices within this Additional Qualification course and are reflective of experiential learning and critical pedagogies. This list is not exhaustive.

a) **Pedagogical Leadership:** co-constructing, designing and critically assessing culturally inclusive learning opportunities that integrate learner voice, perspectives, strengths, interests and needs. The learning opportunities will incorporate a variety of technologies and resources and are reflective of Ministry of Education curriculum

b) **Pedagogical Documentation:** assembling visible records (for example, written notes, photos, videos, audio recordings, artefacts and records of learning) that enable educators, families, caregivers, guardians and learners to discuss, interpret and reflect upon the learning process

c) **Critical Reflection:** critically analyzing educational issues associated with this Additional Qualification utilizing scholarly research through multiple representations (for example, narratives, written documentation and images or graphics)

d) **Critical Action Research:** engaging in individual and/or collaborative action research that is informed by the critical exploration of various action research approaches

e) **Case Inquiry:** critically reflecting on and inquiring into professional practice through case writing and/or case discussion

f) **Transition Plan:** critically reflecting on and analyzing a student transition plan and generating recommendations for enhancement

g) **Narrative Inquiry:** collaboratively and critically analyzing narratives of teaching and learning through a number of lenses (for example, professional identity, professional efficacy, ethical leadership and critical pedagogies) utilizing the processes of narrative writing and/or narrative discussion

h) **Pedagogical Portfolio:** creating a professional portfolio that critically analyzes teaching and learning philosophies, assumptions, practices and pedagogies designed to inform ethical and democratic learning environments

i) **Innovative Learning Experience:** designing and facilitating an engaging, innovative learning experience that reflects differentiated instruction, universal design and the tiered approach

j) **Partnership Plan:** designing a comprehensive plan that engages learners, families and the school and local communities in collaborative partnerships that support learning, growth, resiliency and well-being

k) **IEP Development:** collaboratively developing an IEP with the family, learner and school team

l) **Visual Narrative:** creating a visual narrative (for example, digital story) that helps to support the collective professional identity of the teaching profession and advances professional knowledge and pedagogy.

m) **Community Advocacy:** Promoting community conversations on action related to language revitalization to meet identified needs (for example. how do we get Knowledge Keepers involved? How do we get ceremonies taught?)

n) **Community Leadership:** Supporting a local educational institute (for example, Six Nations Polytechnic, teacher education institutions, Additional Qualification courses designed and delivered within the Haudenosaunee community)

o) **Community Collaboration:** Designing and delivering an Additional Qualification course via a local provider to recruit instructors, resource people and candidates and to meet specific community needs, (for example, run course as a language camp in summer with immersion activities for learners

p) **Community Research:** Exploring strategies for collaboration with Ongwehoweh parents, grandparents, extended families, culturally knowledgeable people and language educators, staff and researchers.

Appendix 1

The Ethical Standards for the Teaching Profession

The *Ethical Standards for the Teaching Profession* represent a vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning. Members of the Ontario College of Teachers, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public.

The Purposes of the Ethical Standards for the Teaching Profession are:

- to inspire members to reflect and uphold the honour and dignity of the teaching profession
- to identify the ethical responsibilities and commitments to the teaching profession
- to guide ethical decisions and actions in the teaching profession
- to promote public trust and confidence in the teaching profession.

The Ethical Standards for the Teaching Profession are:

Care:
The ethical standard of *Care* includes compassion, acceptance, interest and insight for developing students' potential. Members express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.

Trust:
The ethical standard of *Trust* embodies fairness, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians and the public are based on trust.

Respect:
Intrinsic to the ethical standard of *Respect* are trust and fair-mindeness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.

Integrity:
Honesty, reliability and moral action are embodied in the ethical standard of *Integrity*. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities.

The Standards of Practice for the Teaching Profession

The *Standards of Practice for the Teaching Profession* provide a framework of principles that describes the knowledge, skills and values inherent in Ontario's teaching profession. These standards articulate the goals and aspirations of the profession. These standards convey a collective vision of professionalism that guides the daily practices of members of the Ontario College of Teachers

The Purposes of the Standards of Practice for the Teaching Profession

- to inspire a shared vision for the teaching profession
- to identify the values, knowledge and skills that are distinctive to the teaching profession
- to guide the professional judgment and actions of the teaching profession
- to promote a common language that fosters an understanding of what it means to be a member of the teaching profession.

The Standards of Practice for the Teaching Profession are:

Commitment to Students and Student Learning:
Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

Professional Knowledge:
Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

Professional Practice:
Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection

Leadership in Learning Communities:
Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

Ongoing Professional Learning:
Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.

Appendix 2

Accessibility for Ontarians with Disabilities Act (AODA) Text:
Figure 1: Critical Pedagogical Stance from page 3 of this PDF

Figure 1 is graphic representation describing critical reflections. At the centre of the image is a Venn diagram of Policies, Practices and Processes. Surrounding this Venn diagram are critical inquiries related to these policies, practices and processes.

In terms of policies, reflections include:

- Who is privileged by this policy?

- Who is not privileged by this policy?

- How does the policy honour the rights of all involved?

- Who is involved in the development and implementation of policies?

In terms of practices, reflections include:

- What school level practices support inclusion?

- What might be barriers to particular practices?

- What actions help a school community to uncover "invisible barriers" to inclusive practices?

- What counts as knowledge?

In terms of processes, reflections include:

- Whose voices have been included in the process?

- Whose voices have not been included in the process?

- How are all learners accepted and included within the school community?

- How do we enable advocacy within all school processes?

Appendix 3

List of Haudenosaunee Figures

The figures included in this guideline are graphical renderings created by Haudenosaunee artist Alyssa General. These figures are symbols of Haudenosaunee cultural, social and political organization and their meaning is cited below. The interpretation of these symbols, as applied to appropriate guideline sections in the text, is provided by participants of the language conversations.

Cover image: Condolence Cane

The Condolence Cane is a pictographic record of the fifty hereditary chief titles which were given at the time of the forming of the League of Five Nations. Condolence canes always have an eagle on top. This signifies that the eagle sits atop the Great White Pine and warns the people of the Confederacy of any approaching danger.[1]

Figure 2: Circle Wampum, page 9 of this PDF
The circle wampum is a very important belt for the Haudenosaunee. The equal strands of wampum represent the 50 chiefs; each chief being equal and united. The one longer strand represents the people. The chiefs are said to be holding hands creating a large circle. Inside of the circle are the ways of the Haudenosaunee; the language, ceremonies, culture and the way of life of our people.[2]

Figure 3: Hiawatha Wampum Belt, page 11 of this PDF
This belt is a national belt of the Haudenosaunee. The belt is named after Hiawatha, the Peacemaker's helper. It records when five nations buried their weapons of war to live in peace. Each square represents a nation and the line connects each nation in peace. The center symbol represents Onondaga, the central fire where our leaders meet. The Peacemaker named the Onondagas the Firekeepers; to the left and right of the council fire are the Cayuga and Oneida nations and territories, respectively. To the west, he named the Senecas as our Western Doorkeepers and to the east the Mohawks are the Keepers of the Eastern door. [3]

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[1] *Condolence Cane.* The Wampum Shop. http://www.wampumshop.com/1636.html.
[2] *Circle Wampum.* Onondaga Nation. https://www.onondaganation.org/culture/wampum/circle-wampum/.
[3] *Hiawatha Belt.* Onondaga Nation.
https://www.onondaganation.org/culture/wampum/hiawatha-belt/.

Appendix 4

**Accessibility for Ontarians with Disabilities Act (AODA) Text:
Figure 4: Instructional Design and Practices from page 16 of this PDF**

Figure 4 is a graphic representation of the possible andragogical instructional processes implemented in Additional Qualification courses. At the centre is a Venn diagram. In the right side of the Venn diagram, candidates are invited to explore the use of Experiential Learning, Critical Action Research, Narrative, Reflection, Collaborative Learning and Self-directed projects. In the left side of the Venn Diagram, candidates are invited to explore the use of Case Methodologies, Pedagogical Documentation, Dialogue, Independent Study, Small group interaction and Inquiry. These inquiry-based learning experiences interconnect at the centre to form a multiplicity of multifaceted processes that can enhance professional practice. The inquiry-based learning experiences outlined in the Venn diagram are related to the following four areas: Pedagogy, Assessment and Evaluation, Instructional Design and Practices and Program Planning, which surround the Venn diagram in an outer circle.

Appendix 5

College Standards-Based Resources

Information pertaining to the following standards-based resources, which support learning through professional inquiry, is available through the [College web site](#).

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Ontario College of Teachers. (2014). *Knowledge keepers discussion guide.* Toronto, ON: Author.

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